

Institut Pertanian Bogor * University of Wisconsin

GRADUATE EDUCATION PROJECT



Aid Project 497-0290

Report No. 44
Brendlinger

REPORT

to

INSTITUT PERTANIAN BOGOR
Bogor, Indonesia

January, 1984 - December, 1984

by

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USAID Project No. 497-0290

Objectives of Consultant's Visit

Nancy Brendlinger worked as a University of Wisconsin project associate at Institut Pertanian Bogor (IPB) from January 16 until December 31, 1984. Her objectives as defined by IPB staff and Maurice White, University of Wisconsin consultant, were:

1. Assist with the communications master's (S_2) program scheduled to begin September 1985. This included staff training, course development and student recruitment.
2. Assist with the two-year technical training program (S_0) in communications which began September 1984. This also included staff training and course development.
3. Assist the Information Resource Center with staff training and setting up equipment from the Wisconsin Project expected to arrive in 1984.

S_2 Program Activities

IPB will begin to offer a master's degree program (S_2) in Development Communications (Komunikasi Pembangunan) September 1985. However, Fakultas Pasca Sarjana (IPB-FPS/Graduate School) has already offered several of the new communications courses as electives for other S_2 programs.

Photography was the first S_2 communications course offered as an elective. Hamdani Nasoetion, Raphael Pranta and Linda Krueger (Wisconsin project associate) taught the course June-August 1984. For more information about this course, see Krueger's final report.

IPB-FPS offered three communications courses in September 1984. Gunardi and Pang S. Asngari taught Fundamentals of Rural Communications under the jurisdiction of extension. However, no students signed up for the other two courses, Print Media and Photography.

Therefore, to help promote communications courses as electives for other departments, a letter has been drafted to be sent to all department heads. Also, since all of the communications staff have appointments in other departments, they will encourage their advisees and other students to take communications electives. IPB-FPS will offer Print Media, Photography, and Publicity: Media and Methods as electives in February 1985.

Other new communications courses which will be available at IPB are: Agricultural Advertising, September 1985; Audio Communication, February 1986; Audio-Visual Communication, February 1986; Communication Research, February 1986; and Film and Videotape Production, September 1986. In addition, the S_2 program will require courses already taught at IPB.

Amri Jahi heads the S_2 Development Communications program. See the appendix for a complete list of the S_2 communications curriculum and teachers.

Teachers have submitted preliminary outlines for most of the new courses. They are presently preparing detailed course outlines and teacher manuals, which include objectives, lesson plans and lab work. They will present these manual/outlines to the communications staff

members and other interested IPB staff for review in February 1985. Revised copies will be submitted in March.

Brendlinger has worked with IPB staff members on the manuals for Print Media and Publicity: Media and Methods.

Recognizing that the communications staff members have commitments to other IPB departments and are in effect volunteering their time to develop the communications curriculum, the Wisconsin Project has provided a salary supplement to enable them to set aside time needed to complete course manuals/outlines.

But an academic program is for its students. Presently, plans for recruiting students to the S₂ Development Communications program include mailing leaflets to Departemen Pendidikan dan Kebudayaan (Education and Culture), Departemen Pertanian (Agriculture), Departemen Kehutanan (Forestry), Departemen Kesehatan (Health), Departemen Sosial (Welfare), Departemen Dalam Negeri (Interior), and Departemen Penerangan (Information), as well as to professional communications organizations, newspapers and magazines. A complete list of organizations who will receive the leaflet (Daftar Lembaga yang Perlu Dikirim Leaflet Komunikasi Pembangunan) is in the appendix.

Besides distributing the leaflets, Amri Jahi and Edi Guhardja (Dean of IPB-FPS) have both said that IPB staff members will contact people they know in the government's ministries to encourage them to send their employees for training in this program.

S₂, S₀ and IRC Staff Training

Many communication staff members are working on the S₂ program, S₀ program and IRC staff, so it is impossible to separate staff training for one group from another.

IPB staff members and two University of Wisconsin consultants presented two sets of seminars for IPB communications staff and other members of IPB.

The first, presented once a week from March until May, covered the history of social research in the United States which lead to communication research, social research in Indonesia and plans for IPB communications programs. See the appendix for a list of titles and presenters.

In July, Hernando Gonzalez (University of Wisconsin consultant) presented six seminars on communication theory and research. These were attended by IPB staff and staff from other research institutes in Bogor.

Brendlinger arranged two workshops and taught two others for S₀ and S₂ teachers. She arranged for Paul Stapleton, an editor at Pusat Perpustakaan Biologi dan Pertanian, to present a series of workshops on publication layout and design for Diana Lubis and Endang Achmad Ravai of the IPB printshop, Yusuf Rizani of LPPM, and Richard Lumintang, S₂ Print Media teacher.

Brendlinger continued the layout and design workshops for several weeks with Diana Lubis and Endang Achmad Ravai. She also taught a newspaper article writing workshop to Gunardi and Andriono Kilat Adhi,

the S₀ writing and editing teachers. The participants studied and/or wrote general newswriting principles, immediate action stories, advice stories, how-to stories, interview stories, information stories and interviewing techniques.

The second workshop arranged by Brendlinger was presented by Paul Mundy, an editor at Pusat Penelitian dan Pengembangan Tanaman Pangan. He discussed editing at Indonesian research institutes. Participants included Richard Lumintang, Gunardi, Andriono Kilat Adhi and Diana Lubis.

S₀ Program Activities

The first class of the S₀ communications program began September 1984. In preparation, the staff met four times in February for presentations on communication theory, introduction to rural communications, writing and editing, production and printing, photography, radio and film and video. Maurice White, Paul Stapleton and Nancy Brendlinger made the presentations. The staff members then worked on preliminary course outlines which they presented and discussed at regular meetings in March and April. Brendlinger worked through December with Diana Lubis, helping her plan more detailed lessons and lab arrangements for the print production courses, and with Gunardi and Andriono Kilat Adhi on the writing and editing courses.

The first semester courses are those required for all S₀ programs, such as Pancasila and religion, as well as courses in

agriculture, sociology and extension and the photography communication course. Second semester courses, which begin February 1985, include all of the technical communications courses as well as agricultural technology and English. The third semester, which begins September 1985, is a continuation of the technical communications courses and the fourth semester is an internship. See the appendix for the complete S_0 schedule.

Internships for the fourth semester are being arranged by Pang S. Asngari, the head of the S_0 program, through the Agriculture Information Center, KRI (radio), TVRI (television), and Teknologi Komunikasi Pendidikan dan Kebudayaan (communication center for the Ministry of Education and Culture).

There are 21 students in the first S_0 class. One is from the IRC staff at IPB and the rest are from the Badan Penelitian dan Pengembangan Pertanian throughout Indonesia. Pang S. Asngari says that at least 20 more students will begin the program in September 1985. They will again come from the Badan Penelitian dan Pengembangan Pertanian and also will include field extension workers from the Directorate General of Extension's office.

The S_0 program administration is considering expanding the two-year program, which leads to a D_2 certificate, to a three-year program with D_3 certification. Present thoughts are that students will have the choice whether to continue for the third year or earn only the D_2 . With a D_3 , however, they will be in a better position to improve their civil servant status as far as job and salary.

The first semester of the third year would include 20 credits of classroom specialization. Students would be able to choose one subject from television, radio, print media or audio-visuals. During the second semester, they would have another internship in their specialization. The internships would earn 12 credits.

Other Activities

Along with her work with the S_2 and S_0 programs and the IRC, Brendlinger has also taught English to the IRC central library staff and worked with communications techniques with GMSK (Gizi Masyarakat Sumberdaya Keluarga/Community Nutrition and Family Resources.).

She taught English classes twice a week from April through December and the lessons included reading, writing and conversation skills.

Brendlinger started working with GMSK staff in October, after Nellie McCannon (University of Wisconsin consultant) laid the groundwork. McCannon spent August through October encouraging ties between the S_2 GMSK program and the communications program. Among her activities, she coordinated two seminars. The first one she gave showing how a communication plan could be used by the GMSK staff. Gunardi, of the IPB communications staff, presented the second, explaining research in Indonesia which shows people's use of the mass media.

Following these seminars, Brendlinger presented workshops on general writing skills for newspapers and magazines, how to write an

advice story and how-to story, and production of leaflets. Several of the GMSK staff produced articles for publication.

Recommendations

A. Staff:

1. Although the S_2 and S_0 programs and the IRC have excellent people working for them, the technical communications training for most is still lacking. Key people could receive technical training outside of Indonesia. But the opportunities for the staff to receive training here in Indonesia should not be overlooked. Several organizations, including Teknologi Komunikasi Pendidikan dan Kebudayaan in Parung, have indicated they would be willing to provide training and laboratories for IPB staff.

2. Another method of upgrading the staff would be to invite professional communicators, such as newspaper or magazine editors, radio journalists, television journalists, photographers and others, to hold seminars or workshops at IPB for the communications staff and other IPB staff and S_2 students.

B. S_2 :

1. Although several of the S_2 staff do have academic backgrounds in communications or extension education, most of them have little experience in this field. Therefore, the above recommendations would be applicable to many of them.

2. In addition, classroom instruction could be improved, especially the first year or so, by utilizing guest speakers from the professional world in the classroom. This will not only give the students a chance to interact with people using communications skills in the "real" world, but will also give the teachers a chance to advance their knowledge. These guest lectures could be open to other communications staff and S_2 students as well.

3. A third and essential staffing need of the S_2 program is to identify and start training junior staff members who will eventually become S_2 staff members. Amri Jahi has already identified two of his students as potential candidates who already have some journalism background and Andriyono Kilat Adhi is teaching the writing and editing courses for S_0 and has professional experience as well. These young men, or possibly other people, need to be enrolled in the IPB S_2 Development Communications program and eventually receive training overseas, possibly for an M.S. and eventually for a Ph.D.

4. IPB needs to develop a plan and budget to regularly update the library's holdings on communications materials. Presently, although not complete, the library has an extensive up-to-date collection of books provided by the Wisconsin Project during 1984. However, these books will quickly become out-of-date if they are not supplemented each year. Also, the library is entirely lacking in communications research journals. This is ESSENTIAL if the program wants to develop into a research master's program. Therefore, a library committee for the communications program should be appointed to review and suggest new books and select journals, and enough money should be budgeted for this endeavor.

5. Presently, many of the new books provided by the Wisconsin Project are being catalogued in the central library. These books should be made readily available to IPB staff right away so that they can develop their courses. As soon as possible, the library holdings on communications should also be made readily available to students.

6. Most of the library's books are in English. This should pose only a limited problem for the S_2 students, but it would be helpful if as many books as possible in Indonesian be included in the communications holdings.

7. Also, to help increase the number of communications publication in Indonesian, IPB staff should consider writing textbooks, pamphlets or articles related to their classroom work and make them available to the library and to the students.

8. Recruiting students to the S_2 program is another problem. A more active commitment from the IPB staff is needed to recruit students from the government ministries, nongovernmental organizations, and from promising students at IPB or other universities. IPB-FPS should appoint a committee to formulate a publicity campaign in order to bring students to the communications program. This committee needs to make use of personal contacts and will have to convince organizational administrations that people trained in communications are important for their work so that they will support students and will provide jobs after the training is over.

9. Master's research proposals need to be developed for S_2 students entering the program in 1985. Research proposals should be directly applicable to the situation in Indonesia so that the research results can be published and used in future classes at IPB.

10. Another recommendation, suggested by others, is that practical work in the classroom also be immediately applicable to the students, or the university's needs. For example, students who are staff members of other universities could take the videotape course as an elective and videotape their own course for their home university. This tape could be used while the staff member is studying at IPB. Another example would be for the Publicity: Media and Methods course to design and execute a campaign about the communications program at IPB.

C. S_0 :

1. The S_0 teachers need more technical training. They could benefit from the recommendations suggested above under "Staff."

2. Also, if funds were available, more technically trained people could be hired to teach some of the courses for one or two years while the S_0 staff members served as assistant teachers, thus being trained themselves. This would especially be helpful for the radio and videotaping courses.

3. References in communications in Indonesian need to be developed for the students. S_0 students cannot make much use out of references in English. As the teachers develop their courses, they should develop a manual to go along with the course which would be available to each student and could be revised each year. S_0

teachers should also be included on the library committee to recommend communications books in Indonesian for purchase.

4. Adequate space, supplies and equipment need to be supplied for the S_0 program. This is a technical program and the students need as much practical experience as possible in the classroom laboratories before they go out on their internships.

D. IRC:

1. One of the first things that the IRC should do is have a clearly defined and written purpose and relationship with the S and S_0 communications programs and with the rest of IPB. Teachers must know where to request supplies and equipment for their classwork--either from their department or from the IRC? The IRC's role in producing educational materials for IPB or for helping to disseminate research results at IPB should be clearly stated and funding sources for these roles should be clarified--either from the individual department or from the IRC budget.

We recognize the restraints the IRC staff must work under with limited equipment and supplies while awaiting the shipment from Wisconsin and the new facilities in Darmaga. But until it arrives, much can be done to foster the IRC's role in IPB and develop the technical capabilities of the staff.

2. One recommendation on what the IRC could be doing is helping visiting professors from other universities who want to videotape their classes for their university while they are studying at IPB.

3. Another is encouraging individual departments to use IRC facilities. This could be done, following Nellie McCannon's example, by working with different departments and providing them with workshops, like how they can make and use videotapes, leaflets, radio programs, audio-visuals or photographs to reach their audiences--be it their students in the classrooms, their students preparing for KKW, or the villages where they work.

These ties between the departments and the IRC should be developed before the IRC moves into its new facilities in Darmaga and is physically separated from most of the campus for at least several years.

APPENDIX A

SEMINAR PERTINTISAN PENDIDIKAN KOMUNIKASI PERTANIAN IPB

6, 13, 27 Maret; 3, 10, 17, 24 April; dan 1 Mei

1. Kebutuhan Masyarakat Akan Keahlian Komunikasi Pertanian (Margono Slamet)
2. Ilmu-Ilmu Sosial di dalam Pendidikan Pertanian; Kasus Indonesia (Sajogyo)
3. Perspektif Pendidikan Komunikasi Pertanian di IPB (Maurice White)
4. Komunikasi Pertanian di IPB (Emir Siregar)
5. Proses Diffusi Dalam Perspektif Masa Lampau (Aida v. Syafri)
6. Kajian Baru Proses Diffusi (Pang S. Asngari)
7. Perkembangan Teori Komunikasi (Amri Jahi)
8. Pengembangan Komunikasi Pedesaan Yang Efektif; Implikasi Teori Dalam Praktek (Maurice E. White)

APPENDIX B

TEACHERS ASSIGNED TO S₂ COMMUNICATIONS COURSES

Fundamentals of Rural Communication: Gunardi and Abner K. Simanjuntak

Print Media: Richard Lumintang and Paul Stapleton

Audio-Visual Communication: Dedi Fardiaz

Communication Research: Amri Jahi

Communication Program management: Amri Jahi

Audio Communication: Gunardi

Photography in Communication: Hamdani Nasoetion and Rafael Pranata

Film and Videotape Production: Hamdani Nasoetion

Publicity: Media and Methods: Amri Jahi and Gunardi

Agricultural Advertising: Hasril Hamid Jasin

CARA MELAMAR

Pelamar dapat mengajukan surat permohonan untuk menjadi mahasiswa kepada alamat sebagai berikut:

Dekan Fakultas Pascasarjana
Institut Pertanian Bogor
Jalan Raya Pajajaran
Bogor

dengan disertzi (rangkap dua),

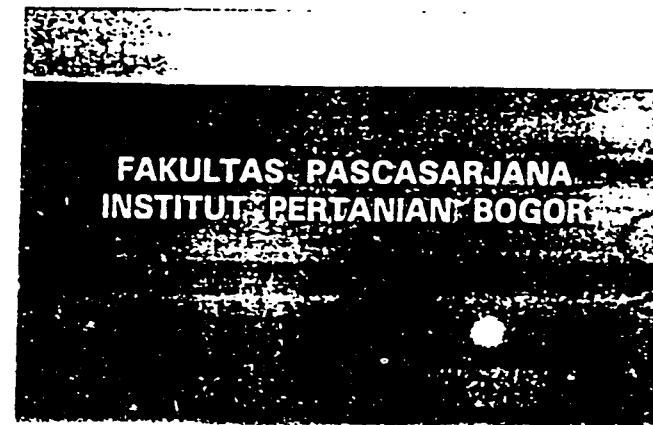
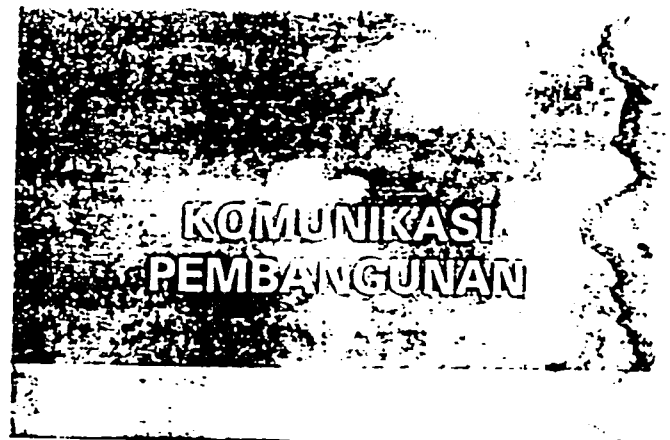
1. Salinan ijazah tertinggi perguruan tinggi yang telah disahkan
2. Salinan daftar angka hasil pelajaran serta NMR selama di perguruan tinggi
3. Surat keterangan kesehatan (termasuk kesehatan paru-paru)
4. Riwayat hidup
5. Karya ilmiah
6. Nama dua orang dan alamatnya yang dapat dimintai keterangan tentang kelayakan akademik pelamar
7. Surat izin dari atasan pelamar untuk mengikuti pendidikan di Fakultas Pascasarjana IPB, apabila pelamar telah bekerja
8. Surat jaminan bahwa biaya hidup pelamar selama belajar di Fakultas Pascasarjana ada yang menanggung
9. Surat jaminan bahwa biaya pendidikan ada yang menanggung
10. Resi wesel pos yang membuktikan bahwa pelamar telah mengirimkan uang sebesar Rp. 5.000,- (lima ribu rupiah) kepada Dekan Fakultas Pascasarjana untuk biaya pendaftaran.

BIAYA PENDIDIKAN

Disarankan agar calon mahasiswa Pascasarjana mencari sponsor yang dapat membiayai uang pendidikan, penelitian dan biaya hidup selama pendidikan.

Besar uang pendidikan untuk program ini adalah Rp. 750.000,- per semester, atau sebesar Rp. 1.500.000. - per tahun.

Biaya penelitian diperkirakan sekurang-kurangnya Rp. 1.000.000. - per tahun.



APPENDIX C

IPB/Fakultas Politeknik Pertanian/Jurusan
Komunikasi Pertanian dan Pedesaan

CURRICULUM

| Course | Semester | Teacher |
|---|------------|---|
| Pancasila | I | Ali Ismail |
| Agama (Religion) | I | Udin Hasinuddin |
| Bahasa Indonesia | I | M. Raswin |
| Bahasa Inggris | II | Audrey Ungerer |
| Pengantar Ilmu Pertanian | I | Toha Sutardi and Pang S. Asngari |
| (Introduction to Agricultural Science) | | |
| Sosiologi Pedesaan (Rural Sociology) | I | Bambang S. Utomo |
| Pembangunan Pedesaan (Rural Development) | I | Bambang S. Utomo |
| Penyuluhan Pertanian (Agricultural Extension) | I | Pang S. Asngari and Andriyono Kilat Adhi |
| Dasar-Dasar Komunikasi (Principles of Communication) | I | Gunardi |
| Teknologi Pertanian (Agricultural Technology) | II | Sutarwi Surowinoto Komar Sumantadinata Adi Sudono Ernawati R. Eddie Gunardi |
| Kewiraswastaan | II | Soesarsono Wijandi |
| Penulisan dan Editing (Writing and Editing) | II and III | Gunardi and Andriyono Kilat Adhi |
| Produksi dan Percetakan (Print Production) | II and III | Diana Lubis |
| Fotografi | I and II | Hamdani Nasoetion and Meuthia Rachmaniah |
| Produksi Siaran Radio | II and III | Ismail Pulunga |
| Produksi Siaran Film dan Videotape | II and III | Moehidin Nurdin Hamdani Nasoetion and Dedi Fardiaz |
| Produksi Audio Visual | II and III | Dedi Fardiaz and Hamdani Nasoetion |
| Praktek Lapang Komunikasi (Internship) | IV | |

APPENDIX D (Optional)

SILABUS PROGRAM STUDI KOMUNIKASI PERTANIAN DAN PEDESAAN

1. Pancasila 2 (2-0)

Tujuan:

Para mahasiswa menguasai dan mentrapkan makna Pancasila dalam kehidupan sehari-hari: Kedudukan pancasila diantara ideologi bangsa dan arti pentingnya pancasila bagi bangsa Indonesia.

Isi:

- a. Tujuan pendidikan Nasional dan pendidikan Pancasila
- b. Sejarah Jiwa Pancasila : masa praimperialisme/kolonialisme s/d 1908; masa kehanqkitan nasional s/d 1945; dan proses perumusan dan pengesahan Pancasila sebagai dasar negara.
- c. Ekaprasetia Pancakarsa
- d. UUD 1945
- e. GBHN
- f. Pelita.

Ali Ismail

2. Agama 2 (2-0)

Tujuan:

- a. Mahasiswa mampu menguasai pengetahuan agama secara sistematis sehingga agama tersebut mudah dimengerti, dipahami, dihayati, dan diamalkan menuju terwujudnya manusia yang bertaqwa kepada Tuhan Yang Maha Esa sesuai dengan tujuan Pendidikan Moral Pancasila.
- b. Mahasiswa mampu menumbuhkan sikap keluhuran hidup umat beragama.

Isi:

Didin Hafiduddin

3. Bahasa Indonesia

2 (2-0)

Tujuan:

Mahasiswa mampu menguasai dan menggunakan bahasa Indonesia secara benar.

Isi:

- a. Bahasa dan Komunikasi
- b. Ejaan, pemakaian dan penulisan huruf, penulisan kata, penulisan unsur serapan, dan tanda baca (pungtuasi).
- c. Tata kalimat, kalimat minim, kalimat panjang, kalimat minor, kalimat mayor, kalimat inti, kalimat luas, dan kalimat transformasional, kalimat tunggal, kalimat majemuk, kalimat rapatan dan elips, kalimat efektif.
- d. Paragraf.

M. Raswin

4. Bahasa Inggris

2 (2-0)

Tujuan:

- a. Mahasiswa mampu memahami bahasa Inggris sebagai alat untuk berkomunikasi.
- b. Mahasiswa mampu menggunakan bahasa Inggris untuk memperlancar pelaksanaan komunikasi.

Isi:

- a. Vocabulary Building:
 - (1) list of common words and phrases
 - (2) list of technical terms
- b. Tenses:
 - (1) Present tense
 - (2) Past Tense
 - (3) Future Tense
- c. Sentence construction:
 - (1) Kinds of sentence
 - (2) Sentence patterns

d. Reading Comprehension:

- (1) Simple/simplified reading material on general knowledge,
- (2) Simple/simplified reading material on social technical knowledge.

e. Translation:

- (1) Selected reading pieces on communication elements and processes.
- (2) Manual, booklets, and leaflets on agricultural communication.

f. Conversation drill (on specific real situation)

g. Discussion (on specific real situation).

Audrey Ungerer

5. Pengantar Ilmu Pertanian

2 (2-0)

Tujuan:

- a. Mahasiswa mampu menjelaskan arti dan pentingnya pertanian dalam memenuhi kebutuhan pangan serta pengaruhnya terhadap lingkungan.
- b. Mahasiswa mampu menjelaskan usaha-usaha pertanian dalam meningkatkan produksi dan pendapatan.
- c. Mahasiswa mampu menjelaskan unsur-unsur usahatani.

Isi:

- a. Arti dan pentingnya pertanian
- b. Unsur-unsur produksi dan pengaruhnya terhadap lingkungan,
- c. Cara berusahatani cara bercocok tanam/heternak/pemeliharaan ikan, pengolahan dan pemasaran.
- d. Pemeliharaan lingkungan hidup dan sumber alami.

Tcha Sutardi.
Pang S. Asngari

6. Sosiologi Pedesaan

3 (2-2)

Tujuan:

- a. Mahasiswa memiliki pengertian konsep-konsep dan kerangka pemikiran sosiologi umum: sosiologi dan pedesaan, modal, teorema, paradigma, bukuan-bukuan dan rumus-rumus.
- b. Mahasiswa mampu mengaplikasikan prinsip-prinsip il-ilmu agar memperoleh pengertian yang lebih baik akan gejala-gejala sosial.

Isi:

- a. Pola kebudayaan norma-norma dan lembaga sosial
- b. Interaksi dan proses sosial
- c. Kelompok sosial, organisasi sosial, sistem status dan pelapisan sosial.
- d. Kekuasaan dan wewenang serta masalah kepemimpinan dan desentralisasi kekuasaan.
- e. Analisa sistim sosial
- f. Perubahan sosial
- g. Pola komunikasi dan penyuluhan sebagai sarana komunikasi
- h. Kegunaan sosiologi dalam pembangunan.

Bambang S. Utomo

7. Pembangunan Pedesaan

3 (2-2)

Tujuan:

- a. Mahasiswa menguasai unsur-unsur dan masalah pembaharuan dan pembangunan pedesaan.
- b. Mahasiswa mampu mengaplikasi konsep-konsep pembaharuan sesuai dengan kebijaksanaan pembangunan pedesaan.

Isi:

- a. Orientasi nilai hidup desa

- b. Struktur/dinamika dan kepemimpinan dalam masyarakat pedesaan.
- c. Hubungan pola kebudayaan, hubungan ekonomi dan politis antara kota dan desa.
- d. Perubahan sosial, perubahan berencana dan perencanaan sosial.
- e. Masalah penyampaian inovasi, pelancaran pengarah dan adopsi dalam inovasi.
- f. Partisipasi dalam pembangunan pedesaan.
- g. Kebijakan-kebijakan pembangunan pedesaan dan kasus-kasus LKMD, UDKP, PKK, KUD, dan KB.

Pambang S. Utomo

8. Penyuluhan Pertanian 3 (2-2)

Tujuan:

- a. Mahasiswa menguasai konsep-konsep dan prinsip-prinsip penyuluhan pertanian.
- b. Mahasiswa menguasai metoda penyuluhan pertanian.
- c. Mahasiswa mampu memproduksi bahan siaran.
- d. Mahasiswa mampu mengaplikasikan konsep-konsep dan prinsip-prinsip dalam pembaharuan dan pengembangan masyarakat.

Isi:

- a. Pembangunan Pertanian beserta persyaratannya
- b. Arti dan makna Penyuluhan Pertanian,
- c. Prinsip-prinsip pendidikan,
- d. Dasar-dasar komunikasi,
- e. Berbagai metoda penyuluhan pertanian
- f. Berbagai kelembagaan penyuluhan pertanian,
- g. Proses adopsi dan difusi,
- h. Perencanaan Program Penyuluhan Pertanian,

i. Evaluasi program Penyuluhan Pertanian.

Pang S. Asngari
Andriyono Kilat Adhi

9. Dasar-dasar Komunikasi

3 (2-2)

Tujuan:

- a. Mahasiswa menguasai konsep-konsep komunikasi dan perkembangannya.
- b. Mahasiswa mampu mengaplikasikan konsep-konsep dasar tersebut dalam analisis situasi, merancang, dan melaksanakan proses komunikasi yang efektif.

Isi:

- a. Pengertian dan lingkup komunikasi,
- b. Faktor-faktor yang berpengaruh pada keefektifan komunikasi ditinjau pada pengirim, penerima, pesan dan saluran komunikasi.
- c. Pembaharuan tentang kebutuhan masyarakat akan informasi.
- d. Pengenalan sumber-sumber informasi, lembaga-lembaga penyalur informasi, dan jaring-jaring informasi dalam masyarakat desa.
- e. Penggunaan media massa untuk menyebarkan informasi.

Gunardi, MA

10. Teknologi pertanian

3 (2-2)

Tujuan:

- a. Mahasiswa menguasai unsur-unsur pertanian dan perusahaan usahatani.
- b. Mahasiswa mampu menjelaskan cara-cara bercocok tanam beternak, dan memelihara ikan secara efisien.
- c. Mahasiswa mampu menganalisa manajemen usahatani dan menghitung pendapatan.
- d. Mahasiswa mampu menjelaskan cara-cara teknologi pengolahan.

Isi:

a. Budidaya Tanaman Pangan:

Aspek budidaya dan kaitannya dengan program-program intensifikasi, ekstensifikasi, diversifikasi dan rehabilitasi tanaman pangan) padi sawah, padi gogo, jagung dan kacang-kacangan).

b. Budidaya Hortikultura:

Teknologi produksi tanaman hortikultura dan pekarangan, tujuan perbaikan gizi, dan teknik-teknik khusus budidaya hortikultura utama.

c. Budidaya Tanaman Perkebunan:

Konsep-konsep perkebunan lahan tanaman perkebunan dan aspek budidaya dan arti ekonomi beberapa komoditi perkebunan utama.

d. Budidaya Perikanan:

- a. Pengertian umum tentang budidaya ikan dan macam-macam budidaya ikan air tawar, air payau dan laut.
- b. Pengelolaan perbenihan, pendederan, dan pembesaran.

e. Budidaya Ternak Potong:

- a. Berbagai macam ternak daging dan tujuan produksinya.
- b. Tatalaksana usaha ternak daging (pemberian makan, pencegahan penyakit, dan dasar-dasar pemuliaan).

f. Budidaya Ternak Perah:

- (1) Berbagai macam ternak perah dan tujuan produksinya
- (2) Unsur-unsur usaha ternak perah.
- (3) Tatalaksana usaha ternak (perkandangan, pemberian makan, pencegahan penyakit, pemerahan susu, dan dasar-dasar seleksi).

g. Budidaya Ternak Unggas

- a. Berbagai macam bangsa ternak unggas
- b. Usaha ternak unggas dan persyaratannya
- c. Tatalaksana ternak unggas (perkandangan, pemberian ransum, pencegahan penyakit, berbagai tingkat umur pemeliharaan ternak unggas, pengolahan telur, dan seleksi ternak unggas).

Sutarwi Surowinoto
Komar Sumantadinata
Adi Sudono
Ernawati
R. Eddie Gunardi.

11. Kewiraswastaan

3 (2-2)

Tujuan:

- a. Mahasiswa mampu menjelaskan prinsip-prinsip kewiraswastaan dalam bidang yang berkaitan dengan komunikasi Pertanian dan Pedesaan.
- b. Mahasiswa mampu berwiraswasta.

Soesarsono Wijandi

12a. Penulisan dan Editing I

3 (1-4)

Tujuan:

- a. Mahasiswa menguasai bentuk-bentuk dan kegunaan bahan tercetak untuk mendukung program penyuluhan pertanian berdasarkan karakteristik sasaran.
- b. Mahasiswa mampu menulis dan mengedit bahan cetakan.

Isi:

- a. Berita
- b. Artikel nasihat (Advice story)
- c. Artikel petunjuk (How to do it story)
- d. Artikel informasi (Information)
- e. Wawancara
- f. Statistik
- g. Survei (Survey stories)
- h. Penulisan untuk humas (Printed materials in public relations)
- i. Menulis naskah pidato (speech writing)

Gunardi
Andriyono Kilat Adhi

12b. Penulisan dan Editing II

3 (1-4)

Tujuan:

- a. Mahasiswa mampu menulis dan mengedit bahan cetakan
- b. Mahasiswa menguasai kegunaan bahan tercetak untuk mendukung program penyuluhan berdasarkan karakteristik sasaran.
- c. Mahasiswa mengetahui keterbatasan dan potensi media bahan tercetak

Isi:

- a. Kerjasama pengarang dan sumber
- b. Teknik penulisan "headlines"
- c. Teknik penulisan "outlines" dan tataletak ilustrasi
- d. Teknik mengoreksi bahan-bahan tercetak
- e. Penulisan kembali artikel ilmiah bagi masyarakat desa
- f. Penulisan kembali artikel ilmiah bagi penyuluh
- g. Penulisan kembali artikel ilmiah bagi sasaran diluar kalangan ilmiah
- h. Teknik penyimpanan informasi
- i. Teknik penulisan reportase/laporan lapangan
- j. Teknik penulisan laporan tahunan
- k. Teknik penulisan evaluasi

Gunardi
Andriyono Kilat Sdhi

13a. Produksi dan Pecetakan

3 (1-4)

Tujuan:

- a. Mahasiswa mengenal perkembangan percetakan
- b. Mahasiswa menguasai unsur-unsur percetakan
- c. Mahasiswa mampu mencetak bahan cetakan.

Isi:

- a. Sejarah percetakan dan tulisan
- b. "Lay out & design"
- c. Tipografi
- d. Seksi bahan dan macam-macam tinta
- e. Penyusunan huruf tangan dan huruf lepas timah
- f. Fotografi raster
- g. Letterpress dan Offset
- h. Bahan: (1) film, (2) plate, (3) mantage.
- i. Pengawasan mutu: pengawasan dan pembetulan kesalahan cetak
- j. Penjilidan

Diana Lubis

13b. Produksi dan Percetakan

3 (1-4)

Tujuan:

- a. Mahasiswa mampu mencetak bahan cetakan berwarna
- b. Mahasiswa mampu mencencanakan macam-macam bahan cetakan
- c. Mahasiswa mampu memelihara/merawat mesin cetak

Isi:

- a. Pemisahan warna (color separation) baik langsung maupun tak langsung
- b. Pemisahan warna (masker)
- c. "Letter press" warna
- d. Cetak offset warna 1 dan warna 4
- e. Cetak Dupleks, Tiga warna, Blok
- f. Pengawasan mutu Letterpress dan Offset

- g. Pemeliharaan dan pengawasan mesin
- h. Perencanaan dan Pengorganisasian (perhitungan letter press, perhitungan offset).

Diana Lubis

14a. Fotografi

3 (1-4)

Tujuan:

- a. Mahasiswa mengenal konsep dasar fotografi, peralatan dan teknik fotografi, hitam-putih
- b. Mahasiswa memahami peranan foto dalam komunikasi pertanian.

Isi:

- a. Sejarah fotografi
- b. Peranan foto dalam komunikasi pertanian
- c. Sifat-sifat cahaya dan sifat-sifat umum optik
- d. Macam-macam kamera dan lensa
- e. "Exposure-meter".
- f. Pencucian film dan pencetakan foto hitam-putih
- g. Macam-macam kertas foto hitam-putih dan sifat-sifat khususnya
- h. Teknik penggunaan flash

Hamdani Nasoetion
Meuthia Rachmaniah

14b. Fotografi II

3 (1-4)

Tujuan:

- a. Mahasiswa mampu memproduksi foto dan memproses film hitamputih
- b. Mahasiswa memahami proses foto berwarna
- c. Mahasiswa memahami teknik-teknik lanjutan dalam fotografi

Isi:

- a. Prinsip dasar macro dan close-up fotografi
- b. Teknik "copying"
- c. Teknik macro fotografy
- d. Fotografi dengan medium format camera
- e. Fotografi dengan large-format camera
- f. Fotografi berwarna
- g. Perkembangan fotografi mutakhir.

Hamdani Nasoetion
Meuthia Rachmaniah

15a. Produksi Siaran Radio I

3 (1-4)

Tujuan:

- a. Mahasiswa memahami konsep dasar pengumpulan, perekaman, pemproduksiian dan pendistribusian informasi melalui radio
- b. Mahasiswa memahami keunggulan dan kelemahan radio sebagai media informasi pembangunan pedesaan.

Isi:

- a. Sejarah dan peranan radio
- b. Keunggulan dan kelemahan siaran radio sebagai media komunikasi
- c. Radio sebagai media penyampaian informasi pendidikan dan pembangunan
- d. Pola pendengar siaran radio
- e. Pengetahuan dasar tentang peralatan perekaman (sound recording equipment)
- f. Teknik penggunaan microphone
- g. Penentuan bentuk siaran yang sesuai dengan mata acara siaran

- h. Dasar-dasar teknik produksi siaran
- i. Teknik mencari informasi
- j. Penulisan naskah radio
- k. Dasar-dasar teknik interview
- l. Teknik mengudara siaran.

Ismail Pulungan

15b. Produksi Siaran Radio II

3 (1-4)

Tujuan:

- a. Mahasiswa memahami perbedaan bermacam-macam bentuk program siaran
- b. Mahasiswa memahami dan mampu menggunakan audio-media dalam penyusunan program informasi pedesaan
- c. Mahasiswa trampil memproduksi dan menggunakan siaran radio dalam menunjang pembangunan.

Isi:

- a. Organisasi dan manajemen siaran pedesaan
- b. Penyelenggaraan siaran pedesaan
- c. Mempersiapkan program herita
- d. Mempersiapkan program interview
- e. Mempersiapkan bentuk program siaran jangka panjang
- f. Penerapan audio media di dalam program informasi pedesaan
- g. Teknik penyusunan naskah dan rekaman cerita satu set slide
- h. Penyusunan program instruksional slide
- i. Umpan balik untuk siaran pedesaan

Ismail Pulungan

16a. Produksi Siaran Film dan Videotape I

3 (1-4)

Tujuan:

- a. Mahasiswa memahami penggunaan, kemampuan dan keterbatasan film dan videotape untuk program pendidikan
- b. Mahasiswa dapat menentukan materi siaran film dan videotape yang cocok bagi keberhasilan program pendidikan
- c. Mahasiswa mampu merancang produksi siaran film dan videotape
- d. Mahasiswa memahami peranan crew

Isi:

- a. Sejarah perkembangan penggunaan film dan videotape
- b. Keunggulan dan keterbatasan media film dan videotape.
- c. Fengenalan alat film dan videotape
- d. Cara Kerja alat film dan videotape
- e. Beberapa persyaratan pokok pengambilan bahan siaran film dan videotape
- f. Tugas dan kewajiban crew untuk pengambilan film dan videotape

Moehidin Nurdin

16b. Produksi Siaran Film dan Videotape

3 (1-4)

Tujuan:

Mahasiswa mampu memproduksi siaran film dan videotape.

Isi:

- a. Bahan siaran film dan videotape bagi suksesnya program pendidikan
- b. Pembuatan naskah siaran film dan videotape
- c. Produksi siaran film dan videotape
- d. Editing siaran film dan videotape
- e. Evaluasi siaran film dan videotape

Moehidin Nurdin

17a. Produksi Audiovisual I

3(1-4)

Tujuan:

- a. Mahasiswa memahami peranan audiovisual sebagai bentuk media dalam program-program instruksional
- b. Mahasiswa mengenal berbagai bentuk bahan-bahan dan peralatan audiovisual
- c. Mahasiswa mengenal berbagai bahan untuk memproduksi audio-visual

Isi:

1. Peranan audiovisual dalam program-program instruksional
2. Berbagai bentuk bahan audiovisual dan cara memilihnya untuk suatu kebutuhan program instruksional tertentu
3. Berbagai peralatan untuk prestasi bahan-bahan audiovisual
4. Perencanaan produksi media visual

Handoni
Uedi Fardiaz

17b. Produksi Audio Visual II

3 (1-4)

Tujuan:

1. Mahasiswa mampu merencanakan desain audiovisual
2. Mahasiswa mampu memproduksi audiovisual yang sesuai dengan tujuan program instruksional tertentu

Dedi Fardiaz
Handoni

Daftar Lembaga yang Perlu
Dikirim Leaflet Komunikasi
Pembangunan.

1. Departemen Pendidikan dan Kebudayaan

1. Menteri P dan K
2. Dirjen Pendidikan Dasar dan Menengah
3. Dirjen Pendidikan Tinggi
4. Dirjen Pendidikan Luar Sekolah
5. Kepala LITBANG P dan K
6. Direktur-direktur di Dirjen Pendidikan Dasar dan Menengah, Pendidikan Tinggi dan Pendidikan Luar Sekolah (terutama yang berkaitan dengan administrasi pendidikan dan penelitian)
7. Rektor-rektor perguruan tinggi negeri
8. Pembantu-pembantu rektor I (akademik) perguruan tinggi negeri
9. Dekan-dekan fakultas-fakultas pertanian, peternakan, dan perikanan negeri
10. Direktur Tim Pengelolaan Program Doktor P dan K
11. Ketua-ketua jurusan Sosial-Ekonomi di tiga fakultas diatas (Pertanian, Peternakan, dan Perikanan dan kemungkinan juga fakultas-fakultas lain dalam bidang pertanian seperti kehutanan, teknologi, dsb.)
12. Pusat Teknologi pendidikan dan Komunikasi, Departemen Pendidikan dan Kebudayaan.
13. Kepala-kepala Balai/Lembaga Penelitian dan Pengabdian pada Masyarakat perguruan tinggi negeri
14. Staf pengajar jurusan sosial ekonomi perguruan tinggi negeri (apabila mungkin)

2. Departemen Pertanian dan kehutanan

1. Menteri pertanian dan kehutanan
2. Dirjen-dirjen di lingkungan departemen pertanian dan kehutanan
3. Direktur-direktur di lingkungan dirjen-dirjen pertanian dan kehutanan.
4. Direktur/Kepala LITBANG DEPTAN
5. Kepala/Direktur Badan Pendidikan dan Latihan dan Penyuluhan, Pertanian, Deptan
6. Sekretaris BPLPP, Deptan
7. Kepala BP BIMAS, DEPTAN
8. Kakanwil Deptan di daerah
9. Kepala Dinas-dinas di lingkungan Deptan
10. Kepala Seksi penyuluhan di dinas-dinas di lingkungan departemen pertanian.
11. Kepala-kepala Balai Informasi Pertanian-Deptan
12. Penyuluh-penyuluh pertanian spesialis DEPTAN di seluruh Indonesia (kalau mungkin)

13. Direktur-direktur Sekolah Pertanian Menengah Atas Negeri
14. Kepala-kepala Balai Penelitian di lingkungan Deptan
15. Lain-lain (?)

3. Departemen Kesehatan

1. Menetri Kesehatan
2. Kepala LITBANG
3. Kepala BKKBN Nasional dan Daerah
4. Kanwil-kanwil DEPKES seluruh Indonesia
5. Kepala-kepala Dinas Kesehatan Seluruh Indonesia

4. Departemen Sosial

1. Menteri Sosial
2. Kepala LITBANG
3. Kanwil-Kanwil DEPSOS seluruh Indonesia
4. Kepala-kepala Dinas Sosial seluruh Indonesia

5. Departemen Dalam Negeri

1. Menteri Dalam Negeri
2. Kepala Litbang
3. Direktur Jenderal Pemerintahan Desa ?
4. Gubernur-gubernur KDH
5. Bupati-bupati
6. Walikota-walikota

6. Departemen Penerangan

1. Menteri Penerangan
2. Kepala Litbang Deppen
3. Direktur TVRI Pusat dan daerah
4. Kepala DIKLAT TVRI
5. Direktur RRI Pusat dan daerah
6. Kepala Diklat RRI
7. Kanwil-Kanwil DEPPEN
8. Kepala-kepala Dinas peneangan

7. Pemimpin-pemimpin Umum Surat Kabar Nasional dan Daerah

8. Pemimpin-pemimpin Umum majalah/berkala pertanian seperti trubus, poultry indonesia, dsb.

9. Himpunan kerukun tani indonesia pusat dan daerah

10. Ketua PWI Pusat dan Daerah

11. Kepala Karya Latihan Persatuan Wartawan Indonesia (Rosihan Anwar)

12. Pemimpin Redaksi Majalah Tempo (Gunawan Muhamad)
13. Organisasi-organisasi non pemerintah seperti yayasan di desa, agribisnis, indonesia sejahtera, dsb
14. Ford Foundation, Asia Foundation, Yayasan Ilmu-Ilmu Sosial, dsb.
15. Ketua-ketua organisasi profesi komunikasi seperti Ikatan Sarjana Komunikasi Indonesia
16. Lembaga-lembaga periklanan di Indonesia.
17. Kepala-kepala litbang departemen koperasi, transmigrasi, dan tenaga kerja.
18. Kepala-kepala badan pendidikan dan latihan di departemen-departemen tersebut diatas.
19. Kepala Diklat BULOG

APPENDIX E

WORKSHOP NOTES: GENERAL NEWSWRITING SKILLS

EDITORS' NEEDS

KEBUTUHAN REDAKTUR

A. Time

An editor must make new newspapers every day, so he or she doesn't have much time. They must be able to make quick decisions. So...

1. Your article must be easy to read and look professional. If possible, type it on clean, white paper.

2. The editor will more likely choose your article if it can be cut easily to fit the space in the newspaper.

3. The editor will choose your article if it doesn't have to be rewritten.

B. Audience

Editors think about the audience in order to produce responsible newspapers, but also in order to sell newspapers.

1. Is the subject useful to the audience?

2. Does the audience have the resources to use this information?

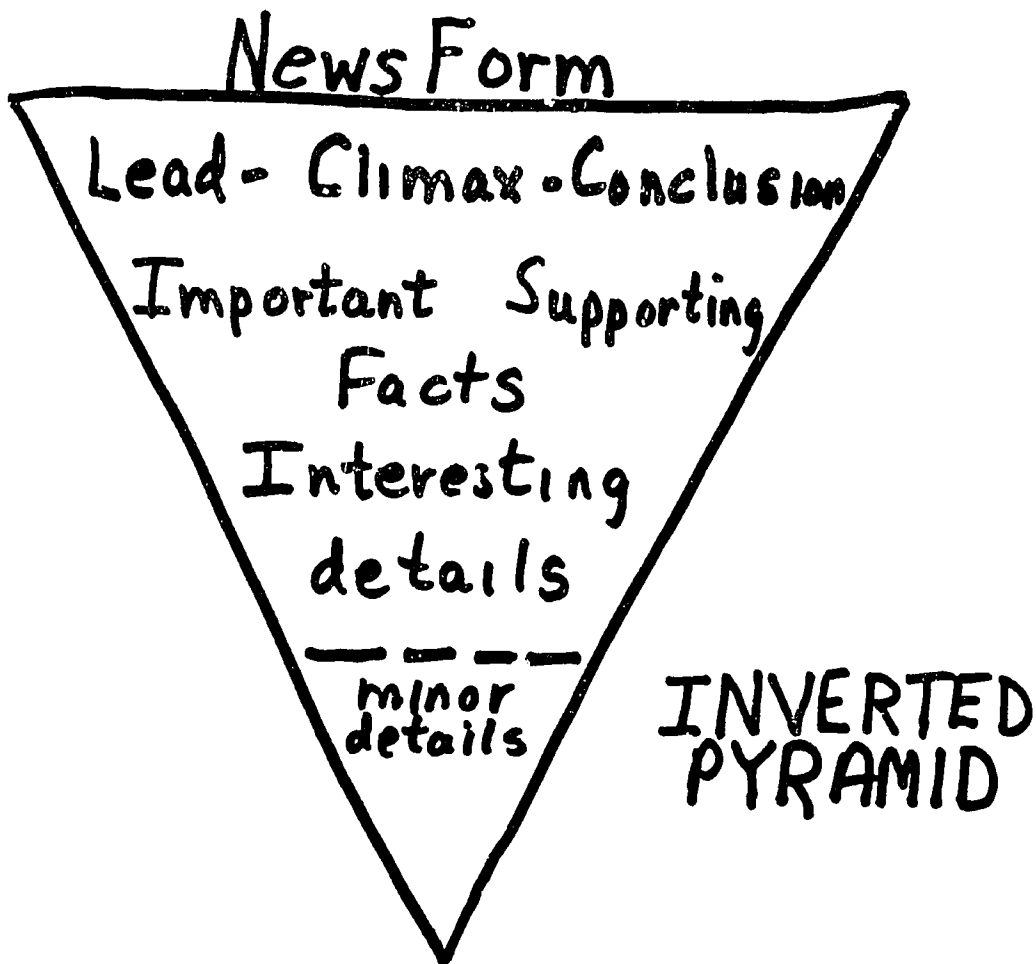
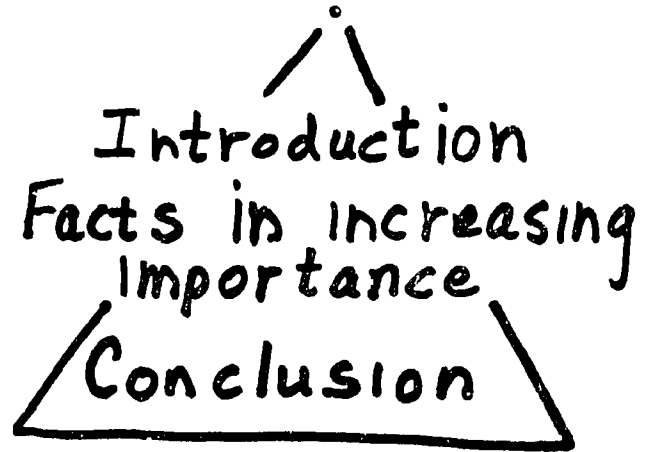
3. Can the audience understand the article?

4. Will the audience like the article? Is it interesting?

PREPARING

- A. WHAT is your message?
- B. WHY are you writing?
 - 1. Inform?
 - 2. Support an opinion?
 - 3. Motivate to do something?
 - 4. Explain a process?
 - 5. Entertain?
- C. WHO is your audience?
 - 1. Educational, social and economic characteristics
 - 2. Attitudes or beliefs about your subject
 - 3. Are they already concerned about your subject, or do you need to build concern?
 - 4. Do they have the equipment, environment and resources to use your information?
 - 5. How much do they already know about your subject? Is their information accurate or inaccurate?
 - 6. Do you have a secondary audience?
- D. HOW will you present the information?
 - 1. Will this be the only time they will get this information, or is this article part of a bigger campaign?
 - 2. Are newspapers or magazines the best way?
 - 3. Which newspapers or magazines are best?
 - 4. How will you get their attention and keep their interest?
 - 5. How will you motivate them?

Pyramids



FISH PORT COMPLETED IN MARCH

Jakarta (JP): The construction of the Jakarta Fishing Port is estimated to be completed at the end of March 1984, three months earlier than schedule.

The project which is financed by the central government, assisted by the Japanese Government through long term loans, is worth Rp 31 billion. It covers 100 ha of land, 60 ha of which is intended for fishing industries.

The port is equipped with an ice factory, cold storages, and 1,000 tons of diesel oil per day. The port will be operational beginning May 1984 and is to be inaugurated on July 1984, according to the chairman of the project, Mr. Sukirno.

Besides its function as a port, it will also be used as a fish processing center. All big fishing vessels designed for long distance journeys will anchor there, while the small ones will be relocated in Muara Angke.

Advantages expected from the modern port are development changes in fish production and marketing systems in Indonesia. Above all, the increase in fish production will support the fishermen's incomes.

Jakarta is the biggest city in Indonesia for fish consumption, said Mr. Sukirno. Before the fishing port construction, the city only managed to accommodate about 50 tons daily. After the port is completed, however, Jakarta is estimated to be able to accommodate about 120,000 to 150,000 tons of fish annually.

LEADS

- 5 W's: The inhabitants of the Papanggo and Sunter areas of Jakarta panicked Thursday because officials of the Yakin Gloria Company told them that they were to leave the area as the land belongs to the company.
- WHO: Foreign Minister Mochtar Kusumaatmadja said Friday that there was nothing extraordinary about the visit of the Indonesian Armed Forces Commander in Chief to Hanoi.
- WHAT: More devastating floods swept across several parts of Java in the past two days, bringing more death and destruction.
- WHEN: At the beginning of the current Pelita, which ends this March, the municipality of Jakarta had a total of some 57 thousand unemployed, with an additional 36,518 holding part-time or seasonal jobs.
- WHERE: In the ornate ballroom of the Borobudur Hotel, speaker after speaker reeled off chilling statistics about people living in poverty in Asia.
- WHY: To overcome the traffic jams on Jl. Pos caused by vehicles waiting to pick up school children, near the Pasar Baru market, the Transportation and Traffic Service, the Traffic

Police, the Parking Lot Management and the Headmaster of Sancta Ursula School have issued a declaration prohibiting the parking of all vehicles in front of the school building and along Jl. Lapangan Banteng Utara, beginning today.

FEATURE LEADS

Anecdote, story lead: Calcutta (Reuter): A hush came over the delivery room and the nurses gave no answer to Seema's anxiously repeated question: "Is it a boy or a girl?"

Nobody spoke. The nurses, doctor and hospital staff did their chores in silence, as if it were not a birth, but a death.

At last, the doctor came over to her bedside, pressed Seema's hand and said almost in a whisper: "I'm afraid it's a girl again." Her third daughter in a row and for her, like most Indian families, a disaster.

Birth is still the deciding factor in the lives of India's 700 million people where the urge for a son is paramount and caste or family ties remain the key to position and advancement.

Current event lead: Although Indonesia's satellite program suffered a setback with the failure of the recently launched Palapa, the current joint program between Indonesia's and Netherland's national aerospace agencies could lead to the production of the first earth satellite specially designed to observe equatorial regions.

Interesting or surprising fact lead: The five member Association of Southeast Asian Nations--including the city state of Singapore--have increased their food output per capita over the past decade faster than any other region in Asia, Africa or Latin America.

FEATURE LEADS

Quote leads: "The trouble with most entrepreneurs is that they are so in love with their idea for a new business that they are sure everyone else will be, too--so they rush into the thing without the right kind of planning."

This observation from Dara Lamb, co-owner of a new New York clothing store for executive women, applies to many of the women who began their own businesses in the 1970s. Many of these businesses failed.

Why should I care? lead: If Java's population continues to increase at the present rate, each person will only have one square meter of living space--not even enough to bury you in.

Literary/prose/poetry lead: In a near infinity of burning stars and black space so enormous that it absolutely cannot be imagined on a speck of rock so small that to mention it seems almost ridiculous, tiny creatures called men are trying to find out where they are.

The bird looks so innocent and cute. It has brown feathers, but the head is covered with white and a black stripe. The eyes are round like marbles. What a wonderful little creature.

TRANSITIONS/PERALIHAN

- A. Repeat a key phrase or word.
- B. Use transitional words.

English

although

but

and

on the other hand

in addition

as well as

moreover

before

after

following

when

first

second

Indonesian

walaupun

meskipun

sungguhpun

sekalipun

tetapi

dan

lagi pula

disamping itu

selain itu

dulu

pertama

kedua

kalau

jika

TRANSITION EXAMPLES

There are several reasons why you should use transitions when you write. First, transitions act as road signs, letting the readers know what direction you want them to go. Second, they show the relationships between ideas within your paragraphs and between paragraphs. In addition, transitions help the readers make smooth changes from one idea to another, without distracting bumps.

Transition words are not the only way to make smooth changes. You can repeat a word or phrase, just like the first sentence in this paragraph repeats two phrases from the first paragraph.

However, smooth transitions are not the only problem with writing. There are many other ways to improve your writing as well.

HOW TO IMPROVE YOUR WRITING

1. Transitions/Peralihan
2. Examples/Contoh
3. Anecdotes (stories)/Cerita
4. Quotes/Kutipan
5. Language/Bahasa
6. Number of ideas in a sentence/Berapa gagasan dalam satu kalimat

BEWARE OF WEAK VERBS

A. Examples

| <u>English</u> | <u>Indonesian</u> |
|----------------|-------------------|
| conduct | menyelenggarakan |
| hold | mengadakan |
| occur | terjadi |
| happen | |

B. Examples of improving sentences.

Bad: Komisi menyelenggarakan rapat kemarin.

Better: Komisi bertemu kemarin.
Komisi berapat kemarin.

Bad: The commission held a meeting yesterday.

Better: The commission met yesterday.

Bad: Tujuan percobaan adalah untuk . . .

Better: Percobaan bertujuan . . .

Bad: The purpose of the experiment was to

Better: The experiment tried to

C. Using precise verbs

pergi atau berjalan-jalan

lari-lari

merangkak

menerbankan

SIMPLIFYING WORDS AND SENTENCES

Complicated: Vitamin A is a fat soluble compound, the function of which is concerned with the maintenance of the epithelial structures of the body and the preservation of normal physiology in the eye. The carotenes which constitute the chief precursors of the vitamin A of normal human nutrition are formed in plants and must be converted by the body into Vitamin A, which is found in yellow and green and some red-colored vegetables and in certain animal products, before it becomes available for either immediate nutritional needs or storage in the body.

Simplified: Vitamin A helps to protect against infection. Vitamin A is one of the vitamins needed for growth and for healthy teeth, bones and nerves. Vitamin A is important for good skin and good linings to nose, mouth and organs throughout the body.

You get vitamin A by eating ripe yellow and green vegetables and some red-colored ones . . . tomatoes for example; also from liver, butter and eggs.

QUESTIONS TO HELP YOU EDIT ARTICLES

1. Does the lead get the readers interested, grab their attention and make them want to read more?
2. Does the lead tell you what the article is about?
3. Is the organization clear, logical and smooth? Do you have transitional words that "point the way" for the reader?
4. Does each paragraph have only one point? Do all the sentences in a paragraph support that one point?
5. Are all the facts accurate? Do quotes and paraphrases accurately reflect what the person intended to say?
6. Does each sentence have only one idea? Are the words strong, especially active verbs? Do you have too many modifiers that are weighing the sentence down?
7. Are all the words appropriate for your audience? If not, can you change them or adequately explain what they are?
8. Do you have all the information you need? Are there obvious questions left unanswered?
9. Is there any information that is not needed and that does not add to your story? (Get rid of it.)
10. Are all the words spelled correctly?
11. Is all the grammar correct?
12. Are all the numbers accurate?
13. Is every name spelled correctly and is everyone properly identified?
14. Is every place spelled correctly? Does it need to be identified further?

Rewrite!

Menulis
sekali lagi,
dan
lagi !

APPENDIX F

WORKSHOP NOTES: WRITING ADVICE STORIES

NASEHAT

What Is An Advice Story?

1. An advice story explains why the reader should or should not do something.
2. An advice story identifies a problem and tells the readers how to make it better.

Examples:

1. Baby is sick and doesn't grow strong. Feed baby protein.
2. People are always in debt. Don't buy small things on credit.
3. People can't see well at night. Eat green-leafed and yellow vegetables.

Study the Newspaper or Magazine You Are Writing for

1. Who is their audience?
2. What is their style?

Examples:

Do they use "anda"?

Do they use abbreviations?

How do they use capital letters?

How do they use names?

First time: Is it Ir. Nancy Brendlinger, M.Sc., or is
it just Nancy Brendlinger?

Second and later times: Is it Miss Nancy?
or Ibu Nancy?
or Ms. Brendlinger?
or just Brendlinger?

KEEP IT SIMPLE

1. Write about one problem.
2. Make the story short and direct.
3. Write to the readers: talk to them.

Examples:

Bad: People should feed their babies protein.

Orang harus memberi protein pada bayi mereka.

Better: Mothers and fathers should feed their babies protein.

Ibu-ibu dan Bapak-bapak harus memberi protein pada bayi mereka.

Best: You should feed your baby protein.

Anda harus memberi protein pada bayi anda.

ATTRIBUTION: Who says?

1. YOU, the writer.

Example: Wanita-Wanita Yang Takut Tua
oleh Dallin Nitikusumah
Konsultan Kecantikan

2. Somebody else

In this story, you must say who the authority is and why he or she is an authority.

Example: (from the Strait Times, Oct. 15, 1984)

A scientist thinks he has discovered why coffee, tea and cocoa plants contain caffeine, and the finding could lead to a new way of fighting insects.

Dr. James Nathanson, a neurologist at Harvard Medical School and Massachusetts General Hospital, said he had the first evidence that caffeine and related compounds were potent, natural insecticides that help plants ward off damaging pests.

ADVICE STORY: Leads

1. Description of problem.

Dedi could not concentrate, always felt tired and didn't have enough energy to go out with his friends in the evening. He thought it was just a combination of getting older and too much work at school. But when he started coughing all the time, his mother insisted that he went to the doctor.

"Cigarettes are turning you into an old man," the doctor said.

Cigarettes can shorten a person's life span by ten years, and age them more rapidly, according to research at the Community Nutrition and Family Resources program at the Institut Pertanian Bogor.

2. Advice for problem

Quitting smoking can improve both your health and love life, according to a researcher at the Institut Pertanian Bogor.

Dr. Abdul, a nutrition expert, conducted five experiments which showed that people who have smoked cigarettes and then quit have fewer colds and more energy than those who continue to smoke.

"Their teeth also lost those ugly brown marks and their breath became sweet again, therefore making them much more attractive to their sweethearts and wives," he said.

3. Combination

"I used to be the weakling on the beach. But since I quit smoking, I'm stronger, have more energy, and even more girlfriends," said Dedi, a student in Bogor.

Dedi is one of 20 Bogor SMA students who volunteered to quit smoking for a research project at the Institut Pertanian Bogor, conducted by the Community Nutrition and Family Resources department.

ADVICE STORY: Ending

Many advice stories end by telling the reader where they can get more information.

Example:

Ways on how to quit smoking are available from: the Indonesian Cancer Society, Jalan Merdeka 17, Jakarta. Or you can write Dr. Abdul at the Institut Pertanian Bogor, Jalan Raya Pajajaran, Bogor.

ADVICE STORY: Other Things to Remember

1. New information

If you use new information, such as new research, be sure to put it near the top of the story.

2. Style

If you use information from books or other people, don't copy their style. If they say something well, quote them. But usually, you will rewrite it for your audience.

3. Background information

a. Use enough so the reader will understand. For example, you may need to explain what vitamins are and how Vitamin A is good for you.

b. But, don't put in so much information that you confuse the readers or bore them. For example, most people don't need to know and don't care about the chemical formula of Vitamin A.

4. Local interest

Try to use local people and places for examples. Show why this story is important to your audience.

Example (for a Jakarta audience): In Jakarta, about 50 percent of the men and 30 percent of the women smoke cigarettes. If each only smoked one cigarette a day, that means 1 1/2 million cigarettes are smoked every day, worth, 67,500,000 rupiah. And that is only in Jakarta and only for one day.

QUESTIONS TO HELP YOU EDIT ARTICLES

1. Does the lead get the readers interested, grab their attention and make them want to read more?
2. Does the lead tell you what the article is about?
3. Is the organization clear, logical and smooth? Do you have transitional words that "point the way" for the reader?
4. Does each paragraph have only one point? Do all the sentences in a paragraph support that one point?
5. Are all the facts accurate? Do quotes and paraphrases accurately reflect what the person intended to say?
6. Does each sentence have only one idea? Are the words strong, especially active verbs? Do you have too many modifiers that are weighing the sentence down?
7. Are all the words appropriate for your audience? If not, can you change them or adequately explain what they are?
8. Do you have all the information you need? Are there obvious questions left unanswered?
9. Is there any information that is not needed and that does not add to your story? (Get rid of it.)
10. Are all the words spelled correctly?
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APPENDIX G

WORKSHOP NOTES: WRITING HOW-TO STORIES

What is a "how-to" story?

1. It explains a process.
2. It gives instructions on how to do something.

Organization

1. It is NOT an inverted pyramid.

Instead of building the story by the importance of the facts, we build a how-to story chronologically. First you do this, second you do that, third you do this other thing, etc.

Lead

The lead tells the reader what the subject is, and describes why you would want to do it. Although leads should always try to be interesting, we rely heavily on previous interest of the reader.

Equipment Needed

The second part of the how-to story describes any equipment that the readers will need.

Instructions

The third part of the how-to story contains the actual instructions.

Ending

The last section of the how-to story describes the finished product. Don't worry about the editor cutting your story. Editors will either use the whole story or not at all.

Special problems

1. Know your audience. Don't be too complicated or too simple.
2. If there could be problems while following the instructions, describe them before it is too late.
3. Follow your own instructions exactly. Or better yet, have someone else follow them exactly.
4. Don't choose too big a subject.

QUESTIONS TO HELP YOU EDIT ARTICLES

1. Does the lead get the readers interested, grab their attention and make them want to read more?
2. Does the lead tell you what the article is about?
3. Is the organization clear, logical and smooth? Do you have transitional words that "point the way" for the reader?
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